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ABSTRACT

This report first details how American Samoa's public schools are organized. The public school system consists of early childhood education (ECE), elementary education, secondary education, and special education. In the 1975-76 school year, ECE operated 145 village centers. In addition to these centers, five year-old children from village and home centers were transported into an ECE training center on a rotating basis to experience more sophisticated learning activities and to profit from field experience. Twenty-six consolidated schools in the islands of Tutuila, Aunu'u, Ta'u Olosega, and Ofu were in operation during FY76. Special education operated two classroom centers in addition to three other classes operated in three consolidated schools in the Bay area. In summarizing the educational activities of American Samoa for 1975-76, the report focuses on the following areas: those who need education, the organization of schools, costs of education, goals of education, other services such as instructional development, library services, and financial aid, and statistical information relating to the profiles of the department of education and its instructional personnel, and to income of the department of education. (Author/JM)

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THINK CHILDREN!

1976 ANNUAL REPORT

Department of Education

Government of American Samoa

UD 016598

TABLE OF CONTENTS

	Page
Director's Message	v
Director's Office	vii
Board of Regents	ix
I. WHO NEEDS EDUCATION?	3
A. Early Childhood Education	3
B. Elementary Education	9
C. Secondary Education	15
D. Special Education	19
II. HOW ARE SCHOOLS ORGANIZED?	25
A. Organization	27
B. Map of Public Schools	29
III. HOW MUCH DOES EDUCATION COST?	33
A. Business Administration	34
B. Federal Grants	37
IV. WHAT ARE THE GOALS OF EDUCATION?	43
V. OTHER SERVICES	47
A. Instructional Development	49
B. Library Services	53
C. Financial Aid	57
VI. STATISTICAL INFORMATION	59
A. Department of Education Profile	60
B. Instructional Personnel Profile	61
C. Department of Education Income	62

DIRECTOR'S MESSAGE

This annual report represents a summary of your educational activities for school year 1975-76. It should help all of us reflect on the activities of the past and plan accordingly for improvements in the year ahead.

As a top priority again in the over-all programming of the Department of Education, personnel competency of the highest quality possible continues to be a very important thrust. For it is only when we have the best quality in our professional personnel in particular, will we have then a much better opportunity to attain the highest quality in education. Your own individual dedication, honesty, and faithfullness to the job you hold cannot help but have valuable affect on the attainment of this worthy goal. Most if not all of you are very much capable of becoming the most competent in your own field of work.

It is fair to say that you have done a remarkable job inspite of the limitations and pressures of one nature or another, all of us have had to work under. May I commend each and everyone of you for the role you played in bringing the 1975-76 school year to a successful close.

I again express my personal gratitude to you on the success of the Department of Education's bicentennial celebration. It was an event unmatched in beauty, and in orderliness.

I wish you well in the year ahead.

Mere T. Betham
Director of Education

DIRECTOR'S OFFICE

MERE T. BETHAM	Director of Education
LEALOFI UIAGALELEI	Assistant Director for Business Services
(VACANT)	Assistant Director for Educational Services
SALA E. SAMIU	Special Assistant for Public Affairs
SILI M. ATUATASI	Federal Grants Coordinator and Administrator

BOARD OF REGENTS

The Board of Regents was established by law in 1972 to serve as an advisory body to the Director of Education. Its nine members are appointed by the Governor with the concurrence of both Houses of the Fono (Legislature) of American Samoa.

Two members are appointed from the Manu'a District, four from the Eastern District, and three from the Western District. The members are appointed for staggered terms of two and three years, but they shall serve until successors are appointed by the Governor.

MEMBERS

Rev. Si'ulagi Solomona (Chairman)

Afioga Tufele Li'a (Vice Chairman)

Rev. Tiapula Imo (Secretary

Afioga Laolagi So'i

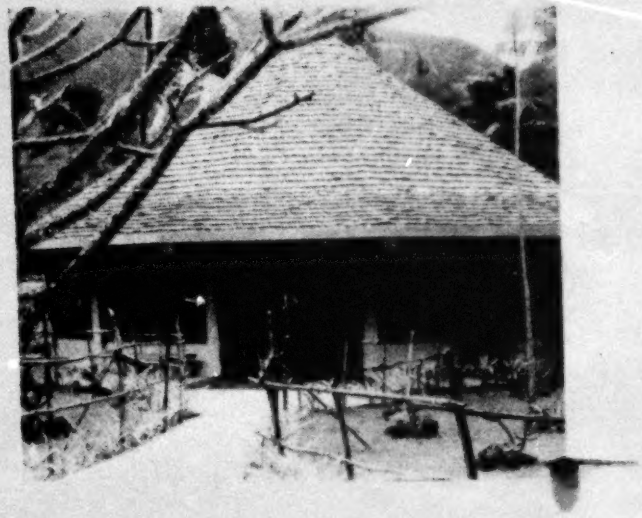
Tofā Mulitauaopele Ivi

Mrs. Jane Uhrle

Mrs. Diana Pili

Mr. Ace Tago

Mr. Eugene Reid



I. WHO NEEDS EDUCATION?

"Attendance at a public or private school shall be required of all children between 6 and 18 years of age inclusive, or from grade one through 12, unless excused or excluded for good reason by the Director of Education."

(Source: Code of American Samoa, Title 18, Sec. 5)

"The goal of the Department of Education is to help each person reach his fullest potential as a unique individual."

(Source: DOE Philosophy & Goals)

A. EARLY CHILDHOOD EDUCATION

Iutita Savali, Program Director

Early Childhood Education Division serves three-, four-, and five-year-old children in village and home centers in 64 villages on five islands. During fiscal year 1976 five-year-old children from village and home centers were transported to Betty Kendall Johnston ECE Training Center on a rotating basis to experience more sophisticated learning activities and to profit from field experiences.

The Early Childhood program provides children with a learning environment and varied experiences which will help them develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development.

Success of the Early Childhood Education program in American Samoa can be attributed to: (1) its philosophy, purpose and effort in working toward goals relevant to Samoa, (2) effective involvement of village parents as teachers, with provisions for their career advancement, (3) a continuing bi-weekly in-service and yearly pre-session preparation program for ECE teachers

The goals of the early childhood education program are:

- o to continue the program in Village Centers for three-, four- and five-year-old children within walking distance of their homes and in Home Centers for children living in isolated areas too distant or dangerous for walking.

- o to continue the program for five-year-old children in Betty Kendall Johnston ECE Training Center on a rotating basis.

- o to staff the centers with Samoan parents trained in early childhood education.

- o to help each child grow.

  - in the use of Samoan language and the understanding of his culture.

  - in self confidence.

  - in the ability to learn to cope with life.

  - in social competency and physical and mental health.

Statistical Information for Early Childhood Education Division School Year 1975-76

No. of Centers	145
No. of Supervising Teachers	15
No. of Teachers	129

Early Childhood Education Enrollment 1975-76

Ages	3	4	5	Total
Boys	379	313	311	1,003
Girls	383	330	271	984
Total	762	643	582	1,987

B. ELEMENTARY EDUCATION

Tautalatasi Tuatoo, Program Director

The goal of Elementary Division is to provide opportunities that will enable each child to develop and reach his fullest potential as a unique individual by continually improving existing programs and implementing innovations which will help individual learners to observe and demonstrate a respect for human rights and become effective and contributing citizens wherever they live.

To accomplish the main goal, the Elementary Division is pursuing the following objectives:

1. To help students develop a desire for learning.

2. To assist children to be self-directed learners and to be able to make decisions about the types of activities they would like to pursue.

3. To provide the type of atmosphere that is conducive to learning.

4. To help students realize the importance of time and assist them to use time productively.

5. To help students realize the importance of the role of the individual in group activities, in a school, in the family and in the community.

6. To help the students realize and respect the importance of their culture and traditions in their life.

Most of the elementary schools are organized in self-contained classroom situations. Team teaching and individualized instruction are important processes of instruction in all the schools.

One elementary school is organized in an open classroom model from Level One to Level Seven. Two of the largest elementary schools have introduced departmentalized instruction at the upper levels. And one school continues to implement a pilot project using Distar Materials to teach reading in English in Levels 2, 3 and 4. Nine elementary schools implemented a pilot Bilingual/Bicultural program in Levels 7 and 8 in FY 76.

Teachers involved in the project participated in workshops and special in-service training. Fiscal Year 1976 saw the expansion of the Hawaii English Project from three elementary schools to nine. This program was implemented in Samoa to provide for a wide range of students' abilities in English language without having to separate fluent and non-fluent English speakers into different classrooms.

The highly individualized Hawaii English Program which depends on much student interaction also requires competent and skilled teachers for its success. In the interest of self-improvement and development of competencies, more than 40 teachers attended a six-weeks HEP workshop in the summer and 12 mini-workshops during FY 76.

About 90 elementary science teachers in Levels 2, 4 and 5 attended workshops during FY 76 to improve skills in implementing a process approach to teaching science..

For the third consecutive year the Matafao Consolidated School teachers participated in a series of workshops under the Title III Innovative Teacher Training Programs. The purpose of this project was to increase teacher competencies in planning and implementing instructional programs, working in collaboration with other staff members identifying and solving educational problems, individualizing instruction, diagnosing and prescribing learning needs and activities, and utilizing the learning Resource Center.

Administrators and supervisors also participated in in-service development activities. During FY 76 nine principals, two supervisors and the Program Director for Elementary were involved in workshop activities funded by Title IV designed to help principals in planning programs at the school level and to help improve communication skills, decision-making skills, and problem solving.

Also during this fiscal year, all elementary principals and supervisors participated in a joint workshop with secondary principals, concentrating on developing and improving evaluation techniques.

Most of the teachers were part-time students in the Community College, taking at least two courses in each semester for their professional growth.

Two elementary school teachers were sent to the U.S. mainland to complete their studies toward a bachelor's degree. The teachers returned to the classroom in American Samoa after successfully obtaining their degrees. Two more teachers have been selected for off-island studies under the same program.

Existing school plants and facilities were maintained in FY 76, but there was no new construction. Plans for construction of the learning Resource Centers at Aua and Alofau and the multi-purpose building at Lady Bird school were taken off the drawing board.

FY 76 was marked with very successful accomplishments in an attempt to improve community-school relationships. More PTA units were formed and more community members became involved in school tasks.

This fiscal year witnessed an increase in the number of classroom teachers with associate of arts degree and with bachelor's degree.

The following statistics reflect the continued professional improvement of the staff in the elementary division.

		FY '73	FY '74	FY '75	FY '76
1.	Enrollment	6,038	5,895	6,030	5,879
2.	Percent of change	-1.5%	-0.93%	2.29%	2.5%
3.	No. of Schools	28	28	27	26
4.	No. of Supervisors - A. Palagi	2	1	0	0
	B. Samoan	2	2	3	3
5.	No. of Principals - A. Palagi	1	1	0	0
	B. Samoan	22	23	24	25
6.	No. Full-Time Assistant Principals	12	11	14	5
7.	No. Teachers - Assistant Principals	13	11	7	1
8.	No. Regular-Classroom Teachers	258	265	278	242
9.	No. Special Education Teachers	10	13	0	0
10.	No. of Coordinators	2	2	6	3
11.	Student - Teacher Ratio (# 7 & 8)	22.0	22.4	21.7	24.7
12.	Clerical staff	9	10	9	1
13.	Janitors	1	6	15	14
14.	Total Budget	$1.669,552	1,895,028	2,008,748	2,044,000
15.	Percent of Change			+ 8.26%	+ 1.05%
16.	Average Expenditure Per Student	$279.00	$321.00	$334.00	$349.00

C. SECONDARY EDUCATION

Dr. Logoleo T.V. Falealii, Program Director

FY 76 reflected some financial improvements in the secondary program over the previous year. Although the financial picture was focused to some degree, neither new instructional programs were added, or the addition of any construction whatsoever. Fiscal year 1976 witnessed concerted efforts on the part of teachers and principals to improve instructional technique and school-community relations.

Personnel Evaluation

Every teacher was systematically evaluated by the school principal utilizing as an evaluative instrument a model developed by the principals during their summer (1975) workshop with Milton deMello. This model includes (1) Pre-Observation conference with teacher and the principal; (2) the classroom observation by the principal; (3) the post-observation conference with the teacher and the principal; and, (4) the follow-up by the principal. The inherent concept in teacher-principal evaluation model is to involve the administrators more in the instructional sector of their school responsibilities, thus, creating a more functional and knowledgable relationship between the office and the classroom.

School-Community Relations

Also, significant in the school operations in FY 76, was the innovative and participatory role assumed by high school principals in attempting to bridge the existing gap between the school and its community. In conjunction with these endeavors, the high school athletic program continues to be the foremost community attraction, the speech festival has picked up community popularity; and, high school participation in DOE Bicentennial Celebrations culminated the bulk of school-community relation efforts this year. School uniforms contributed to improved student morale and general appearance of high school students.

Statistics

Logistically reporting, the secondary division posted the following statistics for FY 76;

The financial crisis of the previous year resulted in a decrease in the number of teachers employed by Secondary in FY 76. A total of 13 teachers were not replaced in the FY 76 budget whic carried a teaching staff of 103, a decrease of 11%. A slight decrease of teachers with at least a bachelor's degree was noted in 1976 (53.4% in FY 76 compared to 62% in FY 75). The percentage of certified teachers remained about the same (26.7% in FY 75 compared to 26.2% in FY 76). The racial proportion of secondary teachers in FY 76 was 61 Samoans to 42 palagis compared to 64 Samoans to 52 palagis in FY 75. FY 76 reflected a student growth of 2.6% over FY 75. Two high school principals have earned masters degree; the third is receiving his MA from the local Brigham Young University masters program, and, the fourth has plans to complete his master's degree during FY 77.

Goals

The primary goals of the Secondary Division are to cooperate with the Instructional Division mainly to improve the teaching and learning activities of its teachers and students; to continue the thrust of bringing the gap between the school and its community, and to involve the school administrator in the organization, administration, planning and evaluation of his school personnel and facilities through staff development efforts.

HIGH SCHOOL ENROLLMENT

1975 - 1976

SECONDARY SCHOOLS															
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
FAGA'ITUA H. SCH.	82	69	151	64	53	117	53	54	107	46	38	84	244	214	459
LEONE H. SCH.	121	96	217	102	80	182	95	74	169	71	75	146	389	325	714
MANU'A H. SCH.	31	18	49	15	20	35	19	32	51	15	10	25	80	80	160
SAMOANA H. SCH.	126	107	233	87	80	167	112	100	212	69	72	141	394	359	753
TOTALS	360	290	650	268	233	501	279	260	539	201	195	396	1,108	978	2,086

D. SPECIAL EDUCATION

Dennis McCrea, Program Director

During fiscal year 1976 the Division of Special Education moved considerably closer to its goal of providing appropriate educational services to all handicapped children in American Samoa. Previously existing programs, Assessment, Special Elementary, Special Secondary, Deaf and Hard of Hearing, Resource, and Materials and Training Center, were continued and expanded. Two new programs, Severely and Multiply Handicapped and Communication, were established, and ground work was laid for another Special Education program area, Early Childhood Special Education.

Special Education programs are supported entirely by federal grants and FY 76 saw a 65% increase of the funding level over the previous fiscal year.

Assessment System

The Assessment System, one of the program areas which existed prior to FY 76, was continued and expanded during this fiscal year. Identification and assessment activities are undertaken by the assessment team composed of a coordinator/tester (who also supervises the Resource System), two school testers and a Village Worker. Children can be referred for evaluation through any of several possible avenues: teacher, principal, parent, relative or medical personnel.

Difficulties in the efficient and effective identification and assessment of handicapping conditions are presented by the lack of appropriate assessment tools, lack of trained staff, and geographic isolation of some of the schools which can only be reached by boat at some expense.

Depending upon the results of the assessment as well as factors such as age and physical capabilities, children are referred to one of the Project areas within the Division of Special Education: the Special Elementary Project, the Special Secondary Project, or the Deaf and Hard of Hearing Project.

Special Elementary Project

The Special Elementary Project is oriented toward elementary-age children (generally 6-15) who are unable to succeed in the regular school program due to the presence of mild to moderate handicapping conditions. Twenty-seven identified handicapped children are currently being served in this program which is staffed by a Coordinator/teacher and three classroom teachers.

Special Secondary Project

Services under the Special Secondary Project are oriented toward secondary-age youngsters (generally 15-21) who have been identified as having mild to moderate handicaps. The curriculum is an extension of basic daily living skills taught in the elementary program plus extensive involvement in the development of vocational skills that will enable graduates from this program to leave with a salable skill. These skill areas include agriculture, carpentry, arts and crafts.

There are currently twenty-four students in this program that is staffed by a Coordinator/teacher and three other classroom teachers.

Deaf and Hard-of-Hearing Project

Two classrooms for the deaf and hard-of-hearing are presently in operation, one on the island of Tutuila for 13 children, and the other on Ta'u serving five children.

The curriculum includes sign language, lip reading, auditory discrimination, oral language and academic skills. The instruction utilizes the Patterned Language Program and the Signed English Reading Series.

Resource System

The Resource System is designed to provide assistance to identified learning-disabled students in regular classrooms at four elementary schools. Under this project a Special Education teacher profiles special instruction for children possessing significant academic deficits in reading, language, and arithmetic. The amount of individual instructional time for each child is dependent upon the severity and extent of the disability.

Special Education Materials and Training Center

The development and maintenance of culturally and linguistically relevant instructional materials for students with handicapping conditions is essential for providing an effective learning environment. The SEMAT Center in Utulei is the focus of efforts to locate, adapt, and develop appropriate instructional materials for the handicapped student population of American Samoa.

Services provided by the SEMAT Center include loan of instructional materials and training for teachers through workshops, demonstrations and consultation in the development and utilization of materials appropriate for classroom instruction. A full-time materials specialist is available at the Center, and for classroom and school visits upon request.

During FY 1976 new projects were established in the areas of Severely and Multiply Handicapped and Communication.

Severely and Multiply Handicapped

As a result of a major search effort in FY 75, 18 severely or multiply handicapped children were identified who were not then receiving educational services. A program for these children was started in September, 1975. Daily programming for each student was established on the basis of assessment data and initial program recommendations. Due to the wide range of ages (18 months to 21 years of age) and geographic dispersion, two 2 1/2 hour sessions were scheduled in Utulei daily, a morning session for children 12 years of age and younger and an afternoon session for those 13 to 21 years of age.

Educational activities for severely or multiply handicapped children are established for gross motor, fine motor, self-help, family life and self-management skill areas. These activities are based on culturally relevant long-range goals developed by program staff and parents. Daily and weekly assessment is employed to determine progress on instructional objectives which lead toward long range goals.

A major component of this project is the training of instructional staff in theoretical foundations, methodologies and specific techniques that are necessary for teaching this population of handicapped children.

Communication Project

In November, 1975, plans were initiated to establish a communication classroom to meet the needs of moderately handicapped students with moderate to severe communication deficits. Expanded language and communication training was determined to be a high priority. The Uniform Progress Assessment System (UPAS) probes, assessing preacademic and communication skills, were administered to identified students and each child's program need were discussed. In programming consultant, mathematics, preacademic and self-help probes were developed, and communication classroom staff were given in-service training in how to administer and interpret each probe. Under supervision, the teachers assessed eight priority children and individual programs were written, specifying long term goals, instructional objectives and learning activities for each child.

This project is currently staffed by two persons trained in Speech and Communication Pathology who provide direct services to 30 youngsters. As services are extended next year to include pre-school handicapped children currently being identified, it is anticipated that communication training will become increasingly important with a consequent need to increase the number of staff who are capable of providing this service.

Early Childhood Special Education Program

Activities directed toward establishing an Early Childhood Special Education program began in November, 1975, with meetings between the Director of Special Education, the Director of the Department of Education and the Director of Early Childhood.

With technical assistance from two consultants from the University of Oregon, a screening procedure was established that would be appropriate for ECE screening in American Samoa. Two Samoan Special Education staff members were freed from other duties within the Division so that they could devote time to training, ECE field testing and screening.

As of this time over 900 pre-school children have been screened with tentative identification of approximately 45 pre-school age children who may benefit from Special Education services.

Special Education Enrollment
American Samoa
FY 76

	FY 74 FTE	FY 75 FTE	FY 76 FTE	FY 77 FTE (projected)
1. Education MR	10	24	31	38
2. Trainable MR	6	9	13	18
3. Learning Disabled	0	92	124	124
4. Emotionally Disturbed	0	0	0	0
5. Other Health Impaired	0	0	3	7
6. Crippled	0	0	1	5
7. Visually Handicapped	0	1	1	3
8. Speech Impaired*				
9. Hard of Hearing	7	8	6	7
10. Deaf	12	14	13	13
11. Deaf-Blind	3	3	4	5
12. Other Severely Handicapped	4	6	19	21
13. Early Childhood				60
TOTAL	42	157	215	301

*There are no students currently enrolled in Special Education whose only handicapping condition is speech impairment.
Children who have speech deficits have been included in other categories according to their general level of functioning.

II. HOW ARE SCHOOLS ORGANIZED?

American Samoa's public schools are organized into one school system. The public school system consists of Early Childhood Education, Elementary Education, Secondary Education and Special Education.

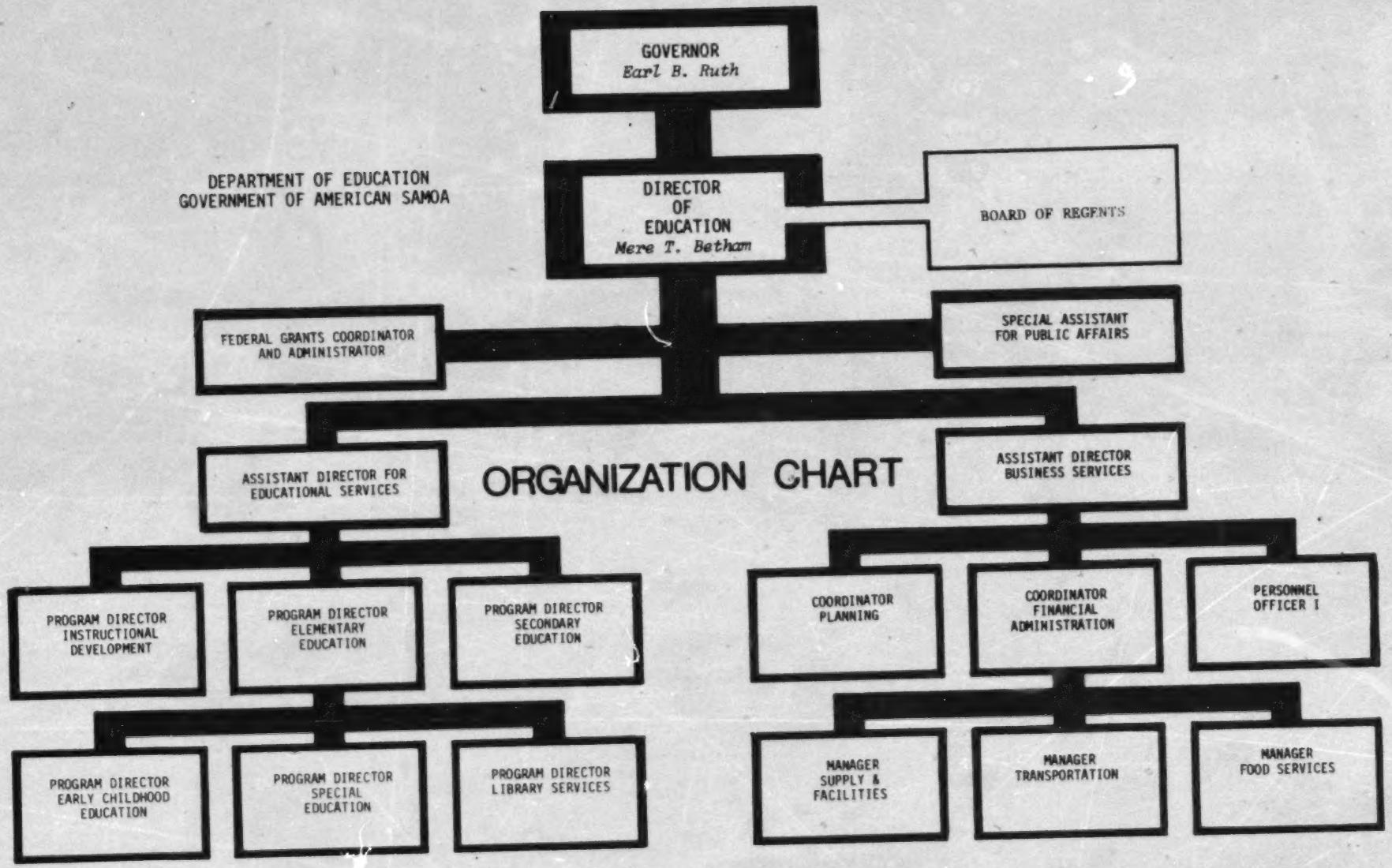
In the 1975-76 school year Early Childhood Education operated 145 village centers. In addition to these centers five-year old children from village and home centers were transported into the newly-dedicated Betty Kendall Johnston ECE Training Center on a rotating basis to experience more sophisticated learning activities and to profit from field experiences.

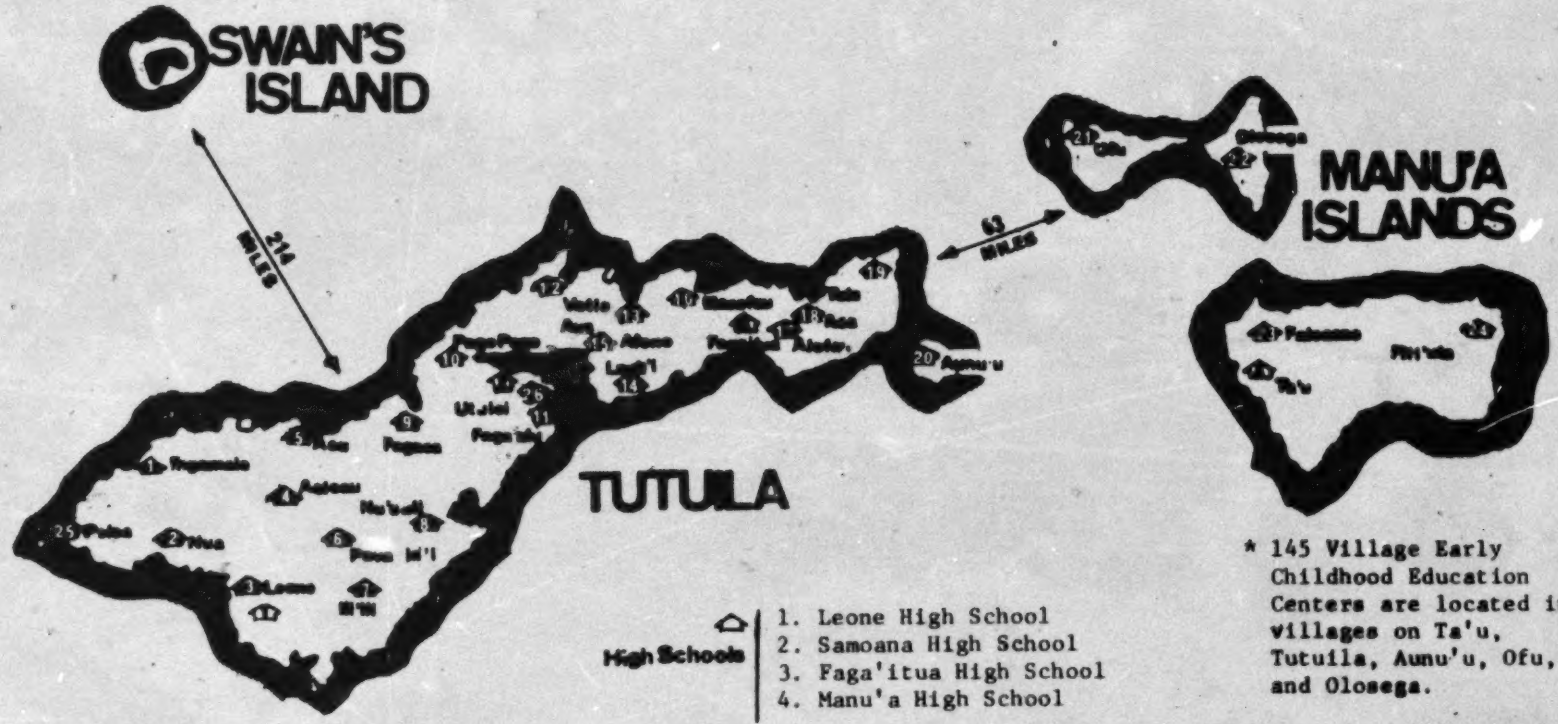
Twenty-six consolidated schools in the islands of Tutuila, Aunu'u, Ta'u, Olosega and Ofu were in operation during fiscal year 1976.

Four high schools were in operation during FY 76. Special Education operated two classroom centers in addition to three other classes operated in three consolidated schools in the Bay area.

DEPARTMENT OF EDUCATION
GOVERNMENT OF AMERICAN SAMOA

ORGANIZATION CHART





High Schools

1. Leone High School
2. Samoana High School
3. Faga'itua High School
4. Manu'a High School

* 145 Village Early Childhood Education Centers are located in villages on Ta'u, Tutuila, Aunu'u, Ofu, and Olosega.

Elementary Schools

1. Fagamalo
2. Alataua-Lua
3. Leone Midkiff
4. Siliaga
5. Asu
6. Pava'iva'i
7. Lupelele
8. Manulele Tausala
9. Le'atele
10. Pago Pago
11. Matafao
12. Mauga-o-Alava
13. Afono
14. Lauli'i
15. Aua
16. Masefau
17. Alofau
18. Olomoana
19. Matatula
20. Aunu'ufou
21. Ofu
22. Olosega
23. Faleasao
24. Fitiuta
25. Taputapu
26. Utulei School

PUBLIC SCHOOLS IN AMERICAN SAMOA

III. HOW MUCH DOES EDUCATION COST?

A. BUSINESS SERVICES

Assistant Director	Lealofi Uiagalelei
Coordinator, Planning	Lealofi Uiagalelei
Coordinator, Financial Adm.	Aiva Filiaga
Personnel Officer I	Joe Sappa
Manager, Supply & Facilities	John Barry
Manager, Transportation	John Faumuina
Manager, Food Services	Litea Tuaolo

B. FEDERAL GRANTS

Coordinator & Administrator	Sili M. Atuatasi

A. BUSINESS SERVICES

Public Schools are big business. The amount of $4,659,000 was required from local appropriation to operate the territory's only school system during 1975-76.

The Division of Business Administration is charged with the responsibility for the following functions related to fiscal affairs in the Department of Education:

(1) budgetary control
(2) educational and financial records, reports, and research
(3) fiscal and business management
(4) departmental bookkeeping
(5) processing and certifying requests for payment
(6) reviewing, analyzing, and circulating monthly and quarterly expenditure reports
(7) preparing and processing all travel authorizations for the Department
(8) planning facilities construction and other capital improvements for the Department
(9) reviewing, processing and monitoring all agencies and personnel

In the area of business services, this division attempts to keep other division heads and program managers informed about current expenditures and assists them in mailing, purchases and processing requests. All billings of the Department are processed through this office before going out to other designated offices of government. While each division and program manager retains accountability and responsibility for his expenditures, the Business Office seeks to assist the managers in every way possible to provide for better fiscal responsibility throughout the Department.

In addition to school finance and business services, the Business Administration Division includes the following support service areas of the Department of Education:

supply and facility maintenance program, publications, school food services, personnel office, pupil transportation, and mailing service.

Supply, Facilities and Maintenance

The Supply, Facilities and Publication operations of the DOE were brought together under the direction of one supervisor in FY 76, following the recommendation of the CMP Report. This has proven to be a good organizational step that has improved the support services to the schools.

Supply Services

The Supply Services branch provides a source of supply through the warehousing and processing of orders for all divisions of the DOE. It maintains a stock of supplies for ready issue and a regular weekly delivery service to the schools.

Publications Services

The Publications Branch handles the processing of all printing requests for instructional materials such as lesson guides, worksheets, text booklets, and other miscellaneous needs.

Deliveries of materials are coordinated with the deliveries of supplies to the schools. About 75% of all printing done for instructional purposes was done in the GAS Print Shop. Plans are currently being made to transfer all the printing operations to the Government print shop. The DOE Publications Office would continue only to process and collate materials and to sort and organize materials for their distribution to the schools. This should improve operations in publication services through consolidation and effect a savings to the government.

Maintenance

The Maintenance crew numbers only three; these three men devote their efforts primarily to minor maintenance and small emergencies in the 30 schools. All major projects are job-ordered to the Public Works Department. The manager of this activity also acts as the liaison between the DOE and Public Works and other departments as is necessary in assisting the schools with operational related problems.

School Food Services

Providing meals for school children is a service function of the Department of Education. This activity involves approximately one and a quarter million dollars annually. Of this amount, 94% is provided by Federal grants through the United States Department of Agriculture. During the last fiscal year, more than 9,000 students participated in the program daily. Services consist of distribution of commodities, field services to local schools in all areas of food preparation and the administration of non-food assistance, and the school breakfast and lunch program.

The goal of food services is to provide a nutritional breakfast and lunch program for public and private schools of American Samoa. A staff of 76 people prepare and serve approximately 9,000 school lunches and 7,250 breakfast each day.

The field coordinators hold a series of training workshops each year for the staff in menu preparation, methods of cooking and general administration of the kitchen and dining facilities. Supervisory cooks periodically visit schools to analyze equipment and nutritional needs and to provide technical assistance.

Plans to include all schools, both public and private, in the school lunch program are now under way.

Personnel Office

The Personnel Section provided the following services for the Educational System of American Samoa during the Fiscal Year 1976: processing personnel action requests, processing annual leave and sick leave requests, checking and processing time cards, record keeping for student population.

With the new payroll system hundreds of annual and sick leave and 914 payroll time cards were processed each pay period for DOE employees.

Personnel Action Request forms for resignation, termination, demotion and reduction in working hours processed during FY 76 amounted to 597 and 1,002 position actions were executed.

The DOE Personnel Section is now developing an Employment Service Record card system for the purpose of recordkeeping and position control for the Education Department.

Pupil Transportation

During Fiscal Year 1976, nineteen school buses transported 8,000 pupils daily, traveling more than 274,860 miles to do it.

Three fourths of all students attending public and private schools in American Samoa ride to and from school in a school bus. In addition, there are three extra runs each school day to transport vocational students from Samoana High School to Tafuna Skill Center, and extracurriculum field trips are provided upon request.

Major areas of service provided by the transportation section include assistance in planning bus routes, purchasing buses and other equipment, selecting and training bus drivers, planning inspection and preventive maintenance programs, and promoting pupil safety.

Training programs are conducted each summer for all bus drivers on matters relating to overall safe and sound pupils transportation. Plans are now initiated for bus drivers to complete the initial training course before taking the wheel of any school bus.

B. FEDERAL GRANTS

During FY 76, major improvements and expansion of various educational programs were made possible through the availability of federal funds.

Elementary and Secondary Education Act

Title I	-	Educationally Deprived	$383,440
		Administration	25,000
Title II	-	School Library	33,330
Title III	-	Supplementary Educational Centers	
		Administration	50,000
		Programs	66,612
		Project Pacific	10,964
Title IV	-	Libraries and Learning Resources	49,804
		Educational Innovation and Support	62,699
Title V	-	Strengthening State Departments	43,063
Title VII	-	Bilingual/Bicultural Program	130,000
		Samoan/English Elementary Curriculum Program	544,646

National Defense Education Act

Title III	-	Acquation and Remodeling	25,000
		Administration	3,377

Public Libraries

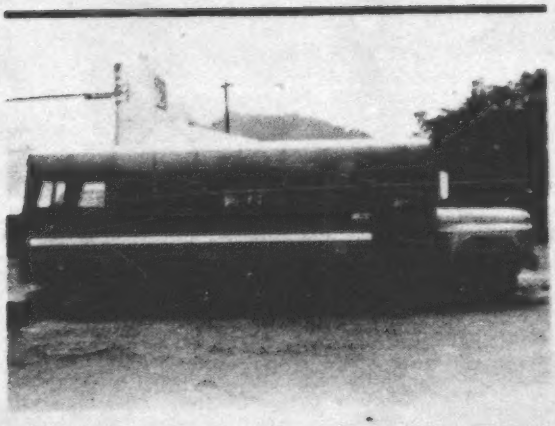
LSCA I	-	Services	44,925
LSCA III	-	Inter-Library Cooperation	10,060
Early Childhood Education			107,500

National School Lunch Act

Special Food Services	5,089
School Equipment	4,909
School Breakfast Program	130,000
School Lunch Program	445,000
Administration	23,516
U.S. Department of Agriculture School Lunch Program	17,658

Vocational Education Act

Basic Grant - Secondary	$ 51,000
Handicapped Program	4,555
Special Education Part (B)	150,000
Teacher Training	87,000
EPDA - Drug Education	10,000
TOTAL . . .	$2,519,147



IV. WHAT ARE THE GOALS OF EDUCATION?

"God grant that a brighter day is to dawn upon us that such a system of education may be speedily devised, adopted and enforced as shall give to every child within our borders, be he high or low, rich or poor, the same equal and sufficient advantages to obtain a good education, and qualify him to discharge any duties in life, however exalted they may be."

(John S. Wright, early U.S. advocate of education)

PHILOSOPHY AND GOALS

The goal of the Department of Education is to help each person reach his fullest potential as a unique individual.

To achieve this goal the Department of Education is committed to the concept and practice of individualized instruction. This commitment requires that each learner's rights, needs and aspirations be treated on an individual basis.

Inherent in this commitment is the obligation to preserve the cultural heritage and foster the economic well-being of American Samoa, while at the same time, to prepare each individual for a personally satisfying and socially useful life wherever he chooses to live.

Specific Objectives

Certain specific objectives are inherent in the goal of the Department of Education. These objectives are to enable each person to develop as an individual who has the skills, attitudes and knowledge necessary to:

- be a fluent, literate bilingual in Samoan
- have respect for Samoan traditions and culture
- think rationally, make wise choices and act independently in determining and solving problems

- live an individually satisfactory and socially congenial and useful life

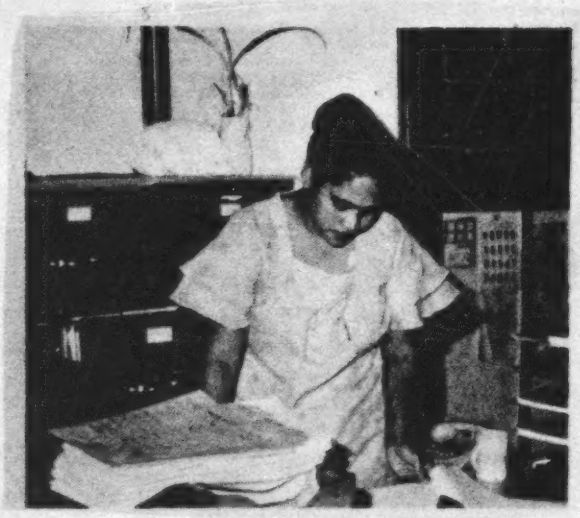
- manage personal and public resources wisely

- broaden his education

- have personnal and intellectual pride and integrity and accept the responsibility for his own learning and actions, recognizing the cause and effect relationship as it relates to decision making.

- have respect for the worth and dignity of each human being, recognizing that all men have the same basic rights and needs

Concurrent objectives of the Department of Education are to provide leadership in educational development in the South Pacific, and to replace contract employees with qualified, competent Samoan personnel.



V. OTHER SERVICES

A. Instructional Development

B. Library Services

C. Financial Aid

V. OTHER SERVICES

A. INSTRUCTIONAL DEVELOPMENT

Marylin Barry, Program Director

During Fiscal Year 1975, a new division was formed in the Department of Education as a result of a study of organization and administration by a team of professional management consultants.

Various educational program activities which formerly functioned as separate offices in the Department were brought into the newly formed Division of Instructional Development for better coordination and articulation of program.

The Division of Instructional Television, the Office of Testing and Evaluation and the Office of Health and Physical Education, all formerly separate functions, now are included in Instructional Development.

Also, specialists working in such federally-funded programs as the Bilingual/Bicultural Project, Project Pacific, Project Read, and Project ULA, the specialist for vocational education and the coordinator for teacher training and two artists were all brought into Instructional Development.

Goals

The new division began work in FY 76 on defining goals and objectives and on team-building, with subject area coordinators assuming a new role as team leaders.

In brief, the primary goals of the Division of Instructional Development are to:

1. provide leadership, technical assistance and human resources in the initiation, development maintenance, and evaluation of instructional programs, Grades 1-12;

2. modify, adapt, or recommend adoption of instructional programs as a result of evaluation data;

3. improve content knowledge and instructional competence of teaching staff through in-service programs conducted both independently and in cooperation with higher education agencies.

4. maintain and disseminate information and materials, and interact regularly with teachers and community.

Accomplishments

Some specific activities of the new division in its first year of operation, Fiscal Year 1976, were:

Specialists began working on materials modifications for the English language components of the Hawaii English Program.

Development of a primary level Samoan language component for the Hawaii English Program began.

Specialists working in the Bilingual/Bicultural program developed instructional materials in Samoan for elementary language arts, mathematics and social studies courses.

Field-testing of materials for the Bilingual/ Bicultural Project, Grades 7 and 8, was initiated.

Materials preparation and teachers guides were completed for the final implementation phase of the Samoan Curriculum in Science (SCIS) program in Grades 1-8.

New telecasts and related materials were developed for Oral English 1, Oral English 3, and Oral English 7 and 8.

Materials and guides for Social Studies 3, Social Studies 7, Social Studies 8, Science 3 and Science 4 were modified.

New units and materials were written for secondary English, elementary health, elementary Samoan language arts, and English Language Arts 6.

Curriculum committees in mathematics and English adopted new and additional text materials for Mathematics 1 and 2 and for secondary English. Materials were selected and plans made for new ESEA Title I programs in secondary math and English and in elementary reading. Plans were also made for elementary social studies to begin in FY 77.

Fourteen curriculum-referenced tests, standardized tests for Grades 8 and 12, an attitude survey and various pre-college tests were administered in FY 76 and the results analyzed.

In order to make evaluation more meaningful, an important new direction in reporting test results was taken during FY 76. Test results for the elementary curriculum-referenced math tests were analyzed to determine which particular objectives were and which were not being met. This information was displayed so that elementary math teachers can determine which objectives need more emphasis in the next school year.

The results of other curriculum-referenced tests especially English tests, were reported similarly, for improved utilization of test information, and a prototype of an individual student profile record card will show math curriculum-referenced test specifications translated into student learning goals and achievements for teachers use in individualizing instruction. If the record is successful in its year of trial, its use can be expanded to other levels and areas.

Instructional Development staff regularly taught classes or conducted workshops for teachers in math education, including metrication, in teaching science through the process approach, in implementation of the Hawaii English Program, in social studies education, health education, and in testing and evaluation.

Staff members also participated in their own professional growth through regular in-service seminars in the spring of FY 76.

Problems

The newly - enlarged division experienced some growing pains and difficulties in individual adjustment to new roles and new relationships within the Department. These difficultues were compounded by the scattered office space for Instructional Development staff; those employees whose work areas were in the same building communicated much more effectively and established better intra- and inter-team working relationships than did those dispersed in scattered areas.

In spite of apparent growth through consolidation of several units into one division, there was a cutback in personnel in the nucleus of the division; three key coordinator positions remained unfilled in FY 76 and several specialist positions were cut back.

Recognition

In spite of constraints, the work done by the staff of Instructional Development has attracted the attention of educators in other parts of the Pacific and in the United States. Several books developed especially for students in American Samoa, such as THE SEA, SAMOA IS CHANGING, and various Samoan Language readers, are now

being used in other education systems. Educators in two states are interested in modifications that American Samoa has made in SCIS materials, and a state consultant is considering the possibility of using Samoa's Secondary ESL materials in bilingual/bicultural situations in Phode Island. Several instructional television series developed by Instructional Development will be used in Micronesia in the near future, and various materials for teaching English as a second language developed by the Division of Instructional Developement are being asked for and used in other Pacific education system.

B. LIBRARY SERVICES

Hannis Smith, Program Director

The Office of Library Services, Department of Education, is responsible for the operation of the library services in the public elementary and secondary schools and for the operation of the public library services of the Library of American Samoa.

The Outlets for Library Service

The children and youth in the public schools are served by four high school libraries and twenty-six elementary school libraries. The four libraries are also community public libraries, with the one on the Samoana campus also serving as the Main Library, Library of American Samoa. Eighteen of the elementary school libraries also serve as Reading Centers, and are open a limited number of evening hours in order for the entire public or their communities to be able to use them.

The availability of library materials on Tutuila is further enhanced by the use of a bookmobile which makes regular weekly runs to the villages accessible by improved highway.

The Library of American Samoa also cooperates with the two private high schools and four private elementary schools by providing long-term loans of appropriate materials of all kinds.

Services is also provided at the Hospital and at the Adult Corrections Center in Tafuna.

A very special feature of the library service is the operation of the Feleti Pacific Library, which serves as the special reference and research collection with emphasis on the history and culture of American Samoa.

The majority of the non-print collection and the machines and equipment required for the use of non-print materials are handled through the Media and Instructional Resource Centers operated by the Library Services.

The Kinds of Service Offered

The library services are provided in a variety of means and a multi-media approach through the use of print, audio-visual and other non-print materials. Their use is facilitated by the following methods:

1. The circulation of a variety of materials, (including books, periodicals, phono-records, films and other non-print) outside the libraries.

2. The provision of reference, research and ready information services in the libraries themselves.

3. The provision of mediation equipment for access to sound recordings, disc and cassettes, motion picture film, film strips, and audio and video-tapes.

4. The provision of especially mediated materials for use by the blind and physically handicapped.

The Growth of the Library Collections

The current budget, with the help of federal funds, has enabled the library to continued to add to both school and public library collections. This is extremely important since much important print and non-print material is subject to rapid deterioration in the climate of American Samoa. Printed material regarded as being of wide-spread interest is purchased in multiple copies sufficient to place at least one copy in every outlet where library service is provided.

Special emphasis has been given to identifying and acquiring English language materials which have high interest potential and have been rendered more suitable for English-as-a-second language users. This kind of material is receiving more attention from publishers as a result of the major thrust in this direction throughout the United States, and our libraries are now acquiring such as rapidly as the materials can be identified, ordered, and received.

Library Service to the Physically Handicapped

Of special interest this year is a renewal of contact with the Library of Congress Service to the Blind and Physically Handicapped through the regional library in Honolulu. Since the materials provided are entirely in English, and are free, the service will prove valuable to persons who are fluent in English. However, the need of materials in Samoan is becoming apparent, and it is to be hoped that in the near future a program for the local production of such materials will be developed.

The Use of Libraries

The use of our libraries continues to grow. The number of potential users of English language materials continues to increase, the libraries continue to acquire materials of interest to readers of all age groups, and when the library service outlets can increase their hours open, the growth should be exponential.

The greatest current need in library use is for a new location for the Main Library. The Main Library is used by all age groups and should be in a more convenient location for greater access to the public.

Conclusion

A vital need of the library service is for professional administration by Samoans. A special FY 76 project of sending a graduate student to San Jose State University in California to obtain a Master's degree in Library and Information Science will provide one such person early in FY 77. This is regarded as the most important single development for Fiscal Year 1976.

A Special Project

The fiscal year has been the beginning of a major project for the reorganization of the ETV research and curriculum collections into a single catalogued collection more readily available for use. The reorganized collection is being re-named and will be called the Instructional Resource Center in the future. When the project is completed, there will be single operating unit having a substantial catalogued collection of professional and curriculum related education materials, print and non-print together with the equipment now separately housed in the Media Resource Center in Fagatogo. This development is expected to greatly enhance the usability of these materials, and provide an effective means for making use of new media and new combinations of media in the future.

C. FINANCIAL AID

The Department of Education is the administrative agency for the Government of American Samoa's Scholarship Program. The program was administered out of the Director's Office during FY 76 with the Special Assistant for Public Affairs bearing the administrative responsibilities under direct supervision of the Director of Education.

Goal and Objectives

The primary goal of the scholarship program is to provide an indigenious task force of highly qualified personnel.

Future objectives of the program include:

- develop and expand the scholarship program
- encourage potential American Samoans for post-secondary education in areas of relevant need of American Samoa
- encourage potential candidates to attent ASCC for two years prior to transfer into a 4-year college
- continue to maintain closer communication with students

Statistics

During the 1975-76 school year (FY 76), 90 students were attending colleges and universities under the scholarship program. Seventeen (17) of these students were seniors and one (1) was in his last year of studies at the Fiji School of Medicine. The student at the Fiji School of Medicine completed his studies in March 1976, and thereupon returned to work at LBJ Tropical Medical Center. The seventeen seniors graduated either after the Spring 76 semester or after the summer session. Of the seventeen seniors who graduated, fourteen (14) have returned to American Samoa and three have decided to remain in the United States. One of the three will pursue a Master's Degree in Nursing. Seventy-two (72) recipients will return

to their respective institutes to complete their studies during the 1976-77 school year. It is expected that approximately 30 new recipients will be selected for the 1976-77 school year.

VI. STATISTICAL INFORMATION

A. Department of Education Profile

B. Academic Profile of Instruction Personnel

C. Department of Education Income FY-76

A. DEPARTMENT OF EDUCATION PROFILE

	Samoan	Palagi	Total
Administrators & Supervisors	61	7	68
Teachers	467	83	550
Clerks	35		35
Support	162	2	164
Total	725	92	817

B. ACADEMIC PROFILE OF INSTRUCTIONAL PERSONNEL

	ECE	ELEMENTARY	SECONDARY	SPECIAL ECUATION	INSTRUCTIONAL DEVELOPMENT	TOTAL
Doctorate			1		1	2
MA		11	12	2	17	42
BA	1	20	43	2	12	78
BA Equivalency		42		8	3	53
AA+		172	38	10	2	222
AA Equivalency				2		2
Less than AA but more than HS		31	10	2	5	48
HS	24					24
Less than HS	120					120
TOTAL	145	276	104	26	40	591

C. DEPARTMENT OF EDUCATION INCOME FISCAL YEAR 1976

	Amount	% of Total
Local Appropriations	$ 659,000	9.18
Department of Interior	4,000,000	55.72
Federal Funds	2,519,147	35.09
Private Grants/Donations	500	.01
Total Education Budget	$7,178,647	100%

Per Pupil Expenditure (excluding Federal funds & private grants) = $458.24